PRIMARY READER

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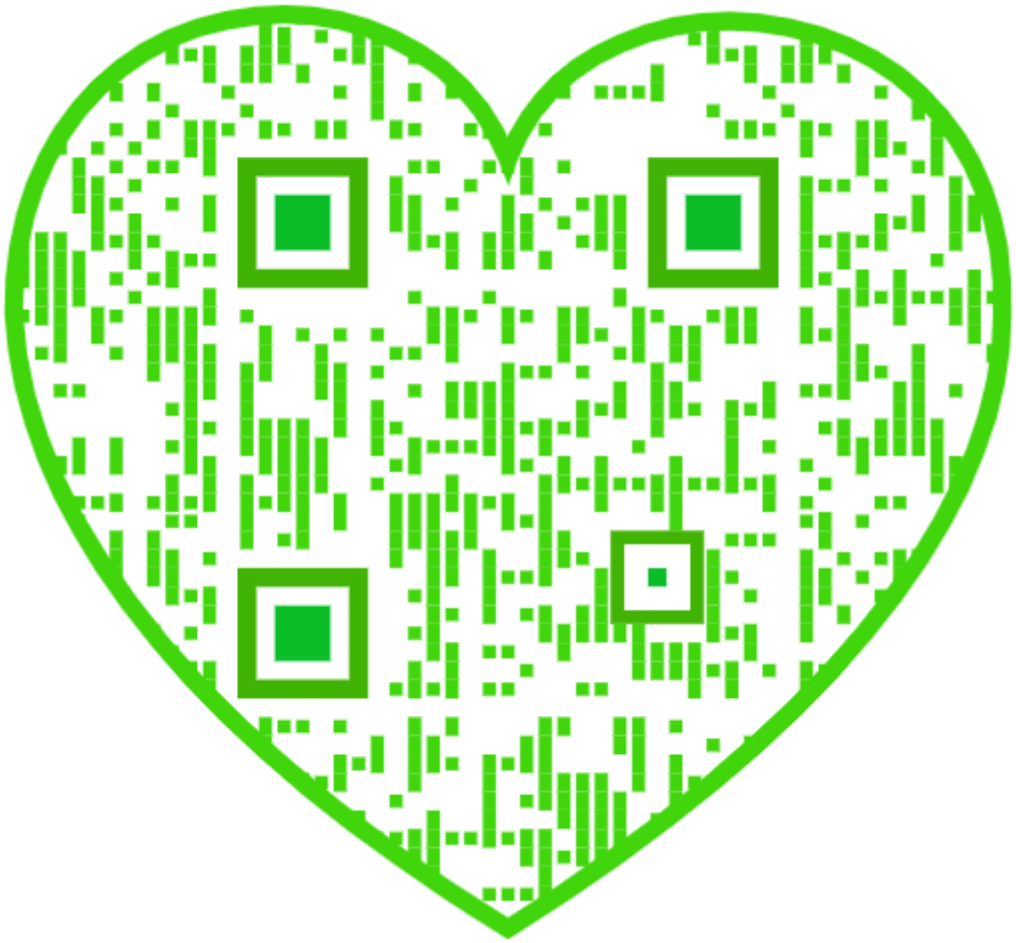

PRIMARY READERS

FIRST BOOK

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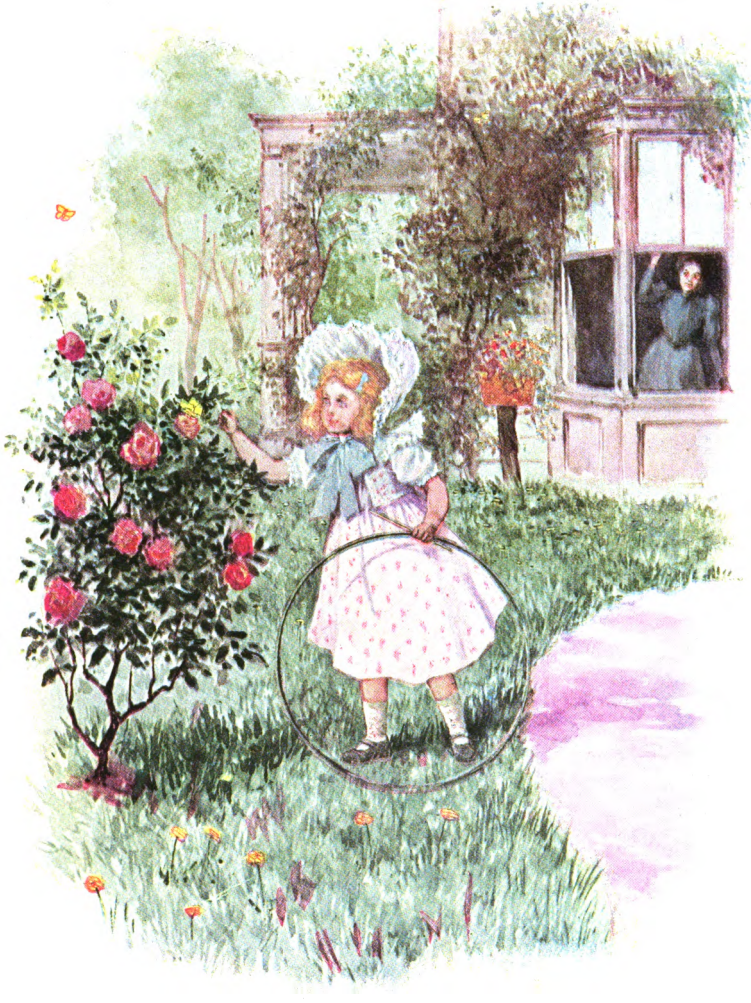

PRIMARY READERS

CONTAINING A COMPLETE COURSE IN PHONICS

FIRST BOOK

BY

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PREFACE

THE aim of this reader is to give the child the independent power to read, with the least labor and in the shortest time. Therefore it deals more particularly with phonics; but the lessons are so arranged that they may be taught by the word or sentence method, which, as a *first* step, should undoubtedly precede all others.

Words should be dealt with first as wholes, with no reference to their elements.

While it is true that the word method should *precede* all others, it is an unnecessary waste of the child's time and effort to require him to go through a whole book arranged with no systematic plan for teaching any phonic element. Accordingly, this book deals first with the word method, gradually introducing phonics; then with the two together.

The object of reading is, of course, to obtain thoughts, but these thoughts cannot be obtained without the mastery of the words in which they are expressed.

It is from a thorough knowledge of phonics alone that the child gains the independent power to acquire new words. Without this power, learning to read is a slow, tedious process.

While epitomizing the good found in all successful methods. this method possesses the following advantages: —

I. Rapid acquirement of the independent power to read.

II. A thorough and systematic step-by-step drill in phonics.

(*a*) Without the memorizing of rules.

(*b*) Without diacritical marks.

(*c*) Unencumbered by a tedious reiteration of meaningless sounds.

III. Numerous reviews and careful gradation of the work.

IV. Easy and rapid enlargement of vocabulary.

(*a*) No words are used for the sake of sound alone.

(*b*) Each word is familiar to the child in his spoken vocabulary.

V. Subject-matter that is suggested by things of interest to the child, connected with his daily life and experience. Beneath the charm of story, rhyme, and play are hidden the sterner necessities of technical drill.

VI. Simplicity of method, requiring no special study on the part of the teacher.

VII. Definiteness of aim.

Realizing that without a definite aim ever kept in view no teaching can be a success, the author has planned the lessons to make the object of each so apparent that no teacher will be in doubt regarding it, while clear and

definite directions indicate the manner in which it should be taught. Success is assured by the clear presentation and arrangement of the successive steps.

But one new step is taken in each lesson; and that is emphasized so strongly, in different forms, that it is unconsciously impressed upon the child's mind.

The rules which necessarily underlie the phonic principles have been grouped together so that their number is reduced to a minimum. These are *not* to be memorized. The manner in which they are presented and their constant application will insure a knowledge of them.

With one or two exceptions, the new words in each lesson all contain the same phonic principle; therefore, no matter how many words there may be, the child has but the one thing to learn. This, once known, gives him the power to read any word illustrating the principle, and thus his vocabulary is easily and rapidly enlarged.

The constant but varied repetition of this principle keeps the child's attention so steadily directed to it that he learns it very readily, and, owing to the numerous reviews, will not forget it.

The ever growing power of independence which the child obtains from this method is a constant and powerful stimulus to self-activity. He derives a keen intellectual pleasure from the exercise of this new power.

Beginning with the very simplest steps, the child is led along so gradually and thoroughly that he will almost

unconsciously master the formerly tedious task of learning to read. If taught as directed, he will be able, before the close of the first year's work, to read independently and intelligently any reading matter the *thought* of which is not beyond his comprehension. This is claiming no more than has been repeatedly proved by actual experience.

To City Superintendent Rigler, who introduced this method of teaching reading into the public schools of Portland, the writer wishes to give grateful acknowledgment for many helpful suggestions.

The selections, "A Sky Song" and "Winter," are used by permission of the publisher of *Little Folks*.

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KATHARINE E. SLOAN.

PORTLAND, OREGON,
April 15, 1905.

SUGGESTIONS TO TEACHERS

BEAR in mind these facts: first, that the blackboard holds a peculiar fascination for the little ones; second, that the reading matter will make a much stronger impression if it concerns things that the child can actually touch or see at the time; third, that the child is more or less hampered by use of a reader in his first attempts at learning to read. Let the first lessons in reading, therefore, be given from the blackboard. These lessons should consist of short sentences, written in the presence of the child, about any of the common objects found in the schoolroom; or they may record some action performed by the child or his schoolmates. This course of instruction may be continued until the child has gained a clear idea of what reading signifies and has learned to recognize at sight a number of words familiar to him in his spoken vocabulary.

Coincident with, but independent of, these blackboard lessons, give the child his first ideas of phonics; lead him to discover that words are composed of individual sounds and, a little later, that these sounds are represented by letters.

For this purpose, place a collection of familiar objects, or, where these cannot be obtained, pictures of such

objects, along the blackboard, and very slowly, but distinctly, pronouncing the name of each object, ask, "Who can bring me a c-a-p, a t-o-p, a f-a-n?" etc. When the child has become familiar, through a number of exercises of this kind, with the fact that words are composed of individual sounds, and has become acquainted, through his blackboard lessons, with the function of a word, place the word at the side of the object it represents. Slowly pronounce the word; ask how *many* sounds it has, and what is the first sound, the second, the last. Do this until a number of children, individually, have pronounced these sounds. Be careful to obtain distinct articulation. The teacher herself should carefully practice articulation, so that she may know just how to direct the child. Yet while this distinct articulation should be strictly insisted upon, the child should never be allowed to give the sounds in a disconnected, jerky manner, but should be carefully taught from the very first to blend the sounds.

As the next exercise, move the letters apart and ask again for each sound. The words used in this exercise should be composed of letters written or printed on separate pieces of cardboard. Thus, through the physical act of taking apart and putting together again, the mental idea of the formation of words will be strengthened. Let the teacher pronounce one of the sounds and ask, "Who can find that *part* of the word I have just sounded?" Allow the child who finds the part to take the letter and hold it. Do this until all the sounds of the word and the corresponding letters have been found. Then build

the word again. Let the teacher utter a sound, and the child bring the corresponding letter and put it in place, repeating the sound as he does so. Let these exercises be continued until the child has gained a general idea of all the consonants and the five short vowel sounds.

The words that follow contain all these sounds, *k*, *q*, *y*, and *z* excepted. These will be used later.

cap	pig	nut	jug
pan	rat	sun	well
fan	top	lamp	vest
bag	dog	hen	ax

These words should be used with the corresponding picture, or object, placed at the side of each.

A comparatively short time will suffice for first exercises of this kind, as it is not intended that all these sounds should be learned perfectly at this stage of the course. The chief aim here is to familiarize the child with the fact that words are composed of sounds.

Thus far the child has been led to realize what reading signifies; he has learned to recognize at sight a number of words and phrases; he has been led to understand that words are composed of individual sounds, and that these sounds are represented by letters. He has also a general idea of the consonants and short vowel sounds. We will now proceed to give him a more particular knowledge of these sounds, and will *then* require *him* to discover words from given sounds. This will necessitate a daily, persistent blend drill. Such a drill consists in requiring the

child to blend one sound with another until he recognizes the word which is formed from the given sounds. The importance of this drill cannot be overestimated. From it the child gains an immense power, which insures, when once acquired, a rapid progress.

In regard to this blend drill I should like, however, to utter a word of caution. Remember, it is a training of eye, ear, and vocal organs; therefore do not hurry. Do not expect too much of the child at first, and, above all, do not become impatient because results are not quickly evidenced. To most children perception of the blend of sounds comes but slowly, and requires constant and careful training. This early step is the most difficult for both pupils and teachers. At this stage the greatest skill, patience, and ingenuity are required. But slowly and patiently persevere, and the result will amply repay the labor expended.

As a suggestion, here is one little device with which the writer has always succeeded in keeping the children interested and on the alert during one of these blend drills. Tell the other children not to look; call a child to you; give him an object (or the picture of one) and tell him to hide it by putting it behind him. Now write the sentence, "Fred" (or whatever the child's name may be) "has a pen" (or whatever he has). Ask, "Who can find out from these words what Fred has?" Allow the child who can first read the sentence to hide the next object. Then, by changing one letter at a time in the last word of the sentence, form in succession the words

pan, pen, pin, pig, peg; then *cap, cup* and *bag, bug,* making the corresponding change in objects or pictures. Ask after each change, "What has 'so and so' now?"

In these exercises use only short sentences containing but the one unknown word. Only one difficulty at a time should be given the child to overcome, and that of the simplest kind.

In these drills varying lists of words may be used with great profit. Children are always interested in seeing how, by a different arrangement of the same letters, or by the substitution of one letter for another, a totally different word may be formed.

When giving these blend drills, write the letters to be used in forming a word, scattering them about on the blackboard within reach of the pointer, and if the child has difficulty in discovering the word, point out separately and in any order the letters composing it. Drill upon them until thoroughly known, then return to the word.

Use only the short vowel sounds just now, but use them frequently.

Do not use a word which is not thoroughly familiar to the child and a part of his spoken vocabulary. Never use a word solely for the sake of the sound it may contain.

Through these preliminary exercises, the child will now be well prepared to take up his reader, which begins with a systematic review of the steps already taken. This he will thus very quickly master.

The object of each lesson is to teach one new sound.

If the child does not know the sound when he has read the lesson, supplement it by other lessons containing the sound. Do not keep him on one lesson until he knows it by heart.

Following are some general directions and explanations regarding the use of the readers: —

The illustrated alphabet is intended to aid the child to utter, and by association to remember, the sounds of the respective letters. It may also serve as a sort of key, or reference page, to which the teacher may turn when the child has trouble in remembering any of these sounds.

The first few lessons are based entirely upon the word method. Then phonics are gradually but systematically introduced. First the consonants and the short vowel sounds are used. The child is kept ignorant of the fact that the vowels have any but the short sounds until he knows these sounds thoroughly. Later he is shown that the vowels have other sounds, and is given a reason for this. In the absence of this reason, he knows them again as *ă, ĕ, ĭ, ŏ, ŭ.*

When reviewing the sounds of the letters at the head of each lesson, ask, "Who can sound *c, t, n, a?*" etc., naming the letters. In this way the child will incidentally learn the names of the letters, and will also associate these names with the sounds.

Reserve a place on the blackboard upon which to write the letter representing each sound as presented in the successive lessons.

Leave all the letters upon the board, giving a few minutes' daily drill upon them.

Do not teach by diacritical marks. These are placed over the letters at the head of each lesson so that the child will unconsciously associate them with the letters.

Teach new "sight words" as wholes. Pay no attention to their elementary sounds. The child is not yet prepared to know them.

Refer to these suggestions before presenting any lesson which contains this * mark. Each word or lesson thus marked is explained below, in the order in which it occurs in the Reader.

Page 31. * *Yes.* — Although the word "yes" contains short *e*, it is not placed among the new sound words, because *y* and *s* have not yet been presented.

Page 34. * *s.* — Review the words, *is*, *has*, *sees*, *apples*, *baby's*, *mamma's*, *Kitty's* (also supplement other words), to show that *s* sometimes has another sound.

Page 40. * *Pick.* — Here call the child's attention to the fact that when two consonants having the same sound come together only one is sounded.

Pages 41–44. * *Review of the Short Vowel Sound.* — These reviews and word-building drill are given to test and strengthen the child's power of using the consonants (*k*, *q*, *y*, and *z* excepted) and the short vowel sounds. The child should be perfectly familiar with these, especially the short vowel sounds, before proceeding further. These reviews contain many words not used before, but composed of known sounds.

Now that the child has gained some power to make out words for himself, the new words in each lesson will not be so often repeated. In order to increase this power, the new sound will be presented in as many different words as possible. See Preface in regard to new words.

Page 62. * *To show the Effect of Final E.* — Select from the list in this lesson those words which have the short vowel sounds. Form them with the cardboard letters. Have them pronounced, then place an *e* on the end of each word and tell the child that *can* is now *cane; hop, hope,* etc. Have the child remove the final *e,* and again pronounce the word *can, hop,* and so on. Alternating in this way down the list of words, the *child* very soon *discovers which* sound is changed, what the sound *now* is, what has caused the change, and, since the words have the same number of sounds with or without the final *e,* that the *e* is not sounded.

A great number and variety of words familiar to the child will be found under this general rule of final *e.* Give plenty of reading matter under this rule before proceeding to the next.

Page 75. — This lesson contains several words in which the first vowel is preceded by more than one consonant; therefore it would be well to preface it, or any lesson containing words of this class, with a short drill upon blended consonants. These words will be found on pages 92, 93. Select from these lists only those words which contain sounds known to the child.

Page 78. * *To show the Effect of Two Vowels Together.* — Alternately add and remove the second vowel according to the method followed when discovering the effect of final *e*. This will lead the child to see that when two vowels come together the first has its "name sound" and the second is silent.

When the children have become somewhat familiar with this rule, select and form with the letters the words which contain the short vowel sounds on page 78. Then place within convenient reach of the children several of each of the vowels, thus: —

a	*e*	*i*	*o*
ran	fed	bed	got
lad	bled	set	cot

The teacher tells "Willie" he may change the *ă* in *ran* to *ā*, the *ĕ* in *fed* to *ē*, etc. This, of course, must be done by placing an *i* next to the *a* in *ran*, changing *ran* to *rain*. In like manner, by adding the necessary vowel, change *fed* to *feed*, *bed* to *bead*, *got* to *goat*, etc. The attention of the whole class will now be centered upon "Willie." They are curious to see if he will select the right vowel, if he will put it in the right place, and then what the word will be after the change.

A few exercises in this *doing* will impress a fact upon the child's mind as no amount of mere seeing and saying will ever do.

This rule of two vowels together is not so general as that of final *e*. It has three exceptions, *oi*, *oo*, *au*, and two other occasional exceptions, *ou*, *ea*. Despite these

exceptions, such a large number of words comes under this rule that it is general enough to answer our purpose. While developing this rule, do not use words in which these exceptions occur; later they will receive special attention.

This opens up another wide range of familiar words, from which it is hoped the teacher will draw freely, in order to fix each step firmly in the child's mind before proceeding to the next. Let the motto be, "Slow, but sure."

Pages 92, 93. * *Drill on Blended Consonant Sounds.* — Words in which the first vowel is preceded by more than one consonant always present an added difficulty to the child, therefore a special drill is needed in order to overcome this difficulty.

Require the child to blend the two consonants so closely that they form but one sound.

This lesson also serves as an exercise in word building; example, *rip, trip, rod, trod,* etc.

Page 96. * *Three Sounds of y.* — To teach the three sounds of *y* the teacher will read each column of words in this lesson, leading the child to discover the different sounds of *y*, also the position of the letter, in each case. After considerable drill of this kind, the child will be able to apply the general principles of the following rule: —

When *y* begins a word or syllable, it has its own consonant sound; in other positions it is a vowel, having the long or short sound of *i* and following the rules for these sounds of *i*.

Page 117. * *igh.* — Pronounce the words at the head of this lesson, but leave the child to discover the sound of *i* and the fact that *gh* is silent. By this time the child himself will readily infer that it is *gh* which causes *i* to be long, also that *i* causes *gh* to be silent. It will be sufficient to tell the child that *gh* is often silent, but that sometimes it has the sound of *f*.

Page 121. * *ind.* — Teach in the same manner as *igh*.

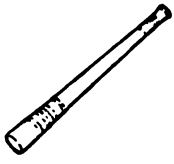
Page 130. * *ow.* — In presenting the sound of *ow*, the child should be told simply that sometimes *ow* has the sound of *ow*, as in *cow*, and sometimes of *ō*. When he comes to a word which contains *ow*, he should sound it in both ways in order to find out the word.

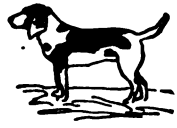
Page 134. — Review the sound *ẽr* in the word *winter*, found on page 130. Apply this sound in studying the words *silver*, *flower*, *tower*, *Towser*, in this lesson.

Page 137. * *ou.* — There are so few words in which *ou* has the sound of *o*, that it is not necessary at present to give any but the one sound of *ou*.

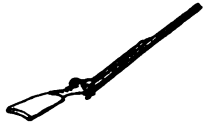
Page 144. * *ing.* — Require the children to give the *ing* as one sound. Also require them, whenever they come to an unknown word containing *ing*, to cover the *ing* and keep it covered until they discover that part of the word which precedes it, then add the *ing*.

A a B b C c D d





E e F f G g H h

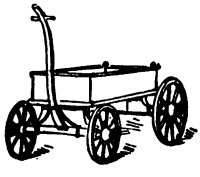


I i J j K k L l M m

N n O o P p Q q R r

S s T t U u V v

W w X x Y y Z z



KEY TO PRONUNCIATION

ă	*as in*	cap	ĕ	*as in*	egg	ŭ	*as in*	up
ā	"	cape	ē	"	me	ū	"	cube

ā	a and e	"	rake	ē	e	"	he	
	ai	"	sail		ee	"	feet	ū and e " tube
	ay	"	day		ea	"	bead	

ĭ	*as in*	bit		ŏ	*as in*	hop		
ī	"	bite		ō	"	hope		

ī	i and e	"	fine	ō	o and e	"	bone	
	igh	"	high		oa	"	coat	
	ind	"	mind		ol	"	gold	
					ow	"	grow	

y	*as in*	yes		ōw	*as in*	slow		
ȳ	"	by		o͡w	"	cow		
y̆	"	copy		ou	"	out		

qu	*as in*	quick		th	*as in*	this		

See I baby kitty

See I baby kitty

See baby.

See kitty.

I see baby.

I see kitty

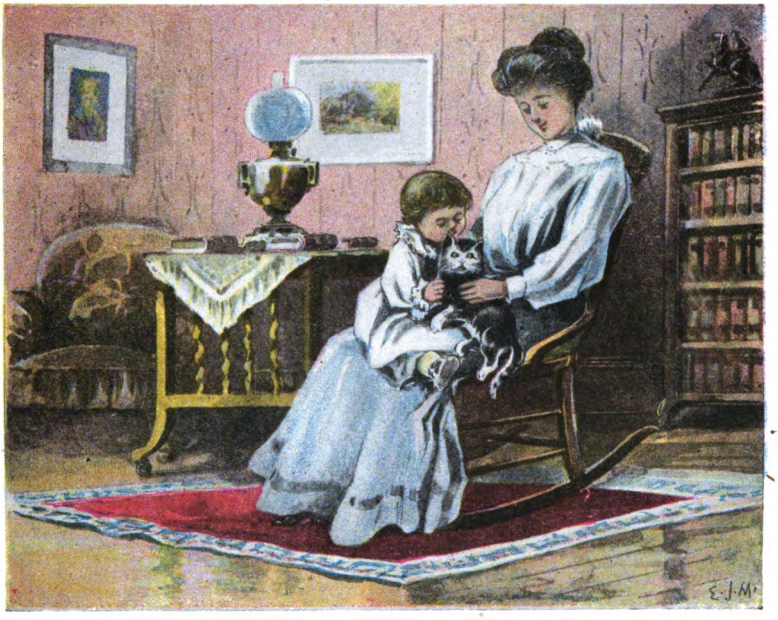
is little is little

Kitty is little.
I see little baby.
I see little kitty.
See little baby, kitty!
Baby, baby, see little kitty!

I see little kitty.
See little baby, kitty!

mamma has too sees

mamma has too sees



See! Baby has little kitty!

Mamma has little baby.

Mamma has little kitty, too.

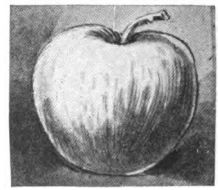
Little kitty sees mamma.

Baby sees mamma, too

This apple the mamma's

This apple the mamma's

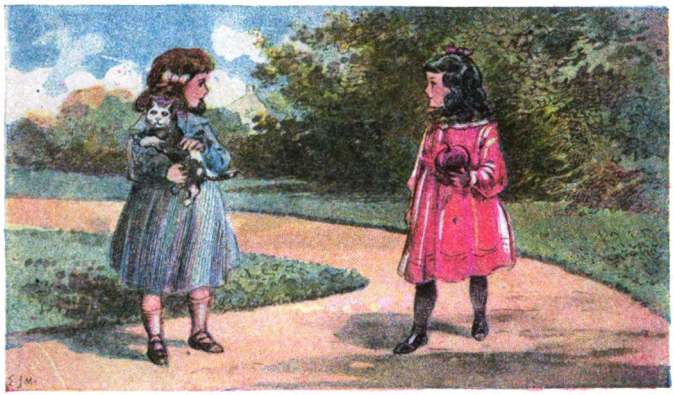
See this apple.
The baby sees this apple.
The apple is little.
Baby is little, too.
Mamma's little baby.
Baby has a kitty.
This is the kitty.
The kitty is little.
Kitty sees mamma's apple.
See! Kitty has the apple.
Kitty, kitty! the apple is mamma's.
This is mamma, kitty.
This is mamma's apple.



This is mamma's apple

ă A n N

an Ann Nan an Ann Nan



This is little Ann.
Little Ann has an apple.
This is Nan.
Nan has the kitty.
Baby sees the kitty.
Baby sees the apple, too.

Baby sees the apple, too

New sound c *C*

ă n c

New sound word	*New sight word*
can can	eat eat

Little Ann can sèe the kitty.
Can little Ann see mamma's apple?
Kitty can see mamma's apple.
Kitty has the apple.
Can kitty eat the apple?
Nan can eat the apple.
Baby can eat an apple, too.

See, mamma, baby has an apple.
Baby can eat the apple.

Can kitty eat the apple?
Baby can eat the apple.

New sound t T

ă n t

New sound words		*New sight words*	
cat	cat	likes	likes
Nat	Nat	to	to
		baby's	baby's

This is Nat.
Nat has a cat.
Nat likes the cat.
The kitty likes the cat.
Can baby see the cat?
See, baby! See the cat eat!
The cat likes to eat.
Little kitty likes to eat, too.
This is baby's little kitty.

Can baby see the cat?
Nat likes baby's kitty.

New sound ĭ *I*

ă n e t ĭ

New sound words		*New sight words*	
in	*in*	box	*box*
tin	*tin*	my	*my*
it	*it*	a	*a*

See, Nat! My apple is in a box.
It is in this tin box.
This is my tin box.
Little Ann likes my box.
Ann likes the apple in it.
Ann likes to eat apples.
Baby likes to eat apples, too.
Kitty likes mamma's apple.

Ann likes to eat apples.
Kitty likes mamma's apple

New sound ĕ E

ă n e t ĭ ĕ

New sound words		*New sight words*	
net	ten	fish	*yes[1]
net	*ten*	*fish*	*yes*

See, mamma! A fish is in my tin box.
Nat has ten little fish.
Ten little fish, Ann?
Yes, mamma. Ten little fish in a net.
See the ten fish in the net!

My cat sees the fish in the net.
Can my cat eat fish, mamma?
Yes, a cat likes to eat fish.

[1] The asterisks refer to the "Suggestions to Teachers."

New sound ŭ U

ă n e t ĭ ĕ ŭ

New sound words		*New sight word*
nut	cut	you
nut	*cut*	*you*

My kitty has a nut.

Kitty, kitty! Can you eat the nut?

I can eat the nut, kitty.

You can eat fish.

Nat has ten fish.

Ten fish in a net.

See my apple!

Can you eat an apple, kitty?

Nat cut this apple.

Nat cut baby's apple, too.

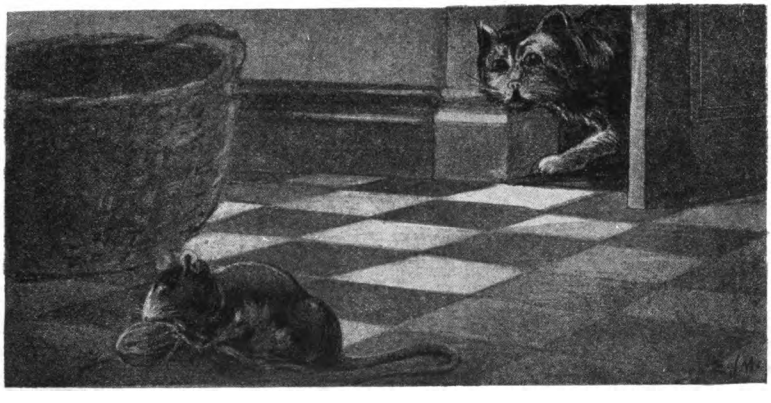
This apple is cut.

Nat cut this apple.

New sound r R

ă n ɛ t ĭ ĕ ŭ r

New sound words		*New sight words*	
rat	*rat*	fast	*fast*
ran	*ran*	O	*O*
run	*run*		



O Nan, see the rat!
See the rat eat the nut.
O little rat! The cat sees you.
Run, run, little rat!

Can a rat run fast?
Yes, a cat can run fast, too.
Run fast, little rat!
The rat ran fast.
The rat ran into Nat's fish net.

Run fast, little rat!

*New sound s *S*

ă n ĕ t ĭ ĕ ŭ r s

New sound words		*New sight words*
sun	set	bird
sat	sent	on
sit	nest	

O Nat, see the sun!
The sun has set.
Mamma likes to see the sun set.

The little bird likes the sun.
The bird has a nest.
See the bird sit on its nest.

Mamma sent Ann to see the nest.
Kitty sees the nest.
Ann sent kitty to Nat.
Kitty sat on Nat's box.

The bird has a nest.
Kitty sees the nest.

Review — Word building

an	at	set	in	run
Nan	Nat	sent	tin	sun
can	cat	nest	it	nut
ran	sat	ten	sit	cut
tan	rat	net		

Review of sight words

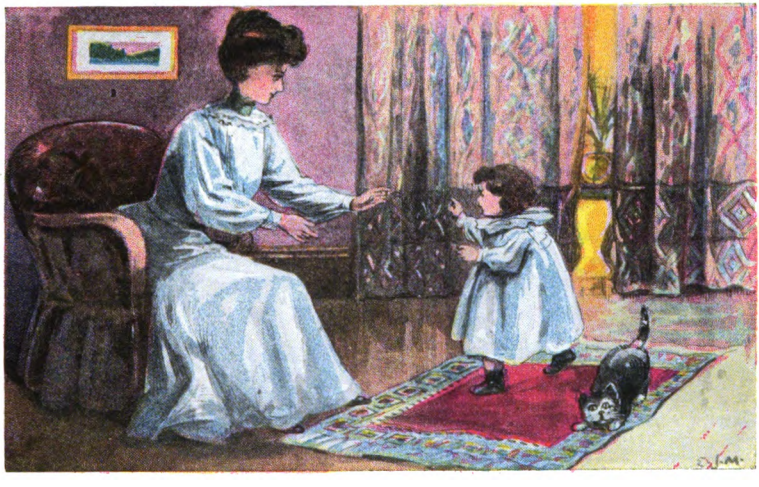
baby	little	see
mamma	fast	sees
kitty	this	is
apple	the	has
bird	my	likes
box	on	to, too

New sound m M

ă n e t ĭ ĕ ŭ r s m

New sound words

mat	man	men	met	must
mat	*man*	*men*	*met*	*must*



See baby sit on the mat.
Ann sent baby to sit on the mat.
Baby met kitty.
Kitty sat on the mat, too.

Baby is mamma's little man.
This little man must run to mamma.
Run to mamma, little man.
Run fast, little man!
Little men must run fast.
Kitty must run fast, too.

Run to mamma, little man
Run fast, little man!

New sound ŏ *O*

ă n e t ĭ ĕ ŭ r s m ŏ

New sound words	*New sight words*
not	horse
trot	off
Tom	He
toss	
moss	

Can you see Tom?
Can you see baby?
Tom likes baby.
Tom is baby's horse.
See the horse trot, trot, trot!

Tom likes to trot fast.
He must not trot too fast.
He must not toss baby off.
Trot, trot, trot, Tom!
Trot to mamma, Tom.
Set baby on this moss.
He likes to sit on the moss.

Trot to mamma, Tom.
Set baby on this moss
He likes to sit on the moss.

New sound p P

ă n e t ĭ ĕ ŭ r s m ŏ p

New sound words				*New sight words*
pat	pet	pan	*pick	puppy
up	cap	top	spin	have

Tom has a little puppy.
Tom likes to pat it.
See! he has Tom's cap.
O puppy! You must not have Tom's cap.

Pick up the cap, Tom.
Puppy must not have it.
The puppy likes to see Tom spin a top.
Spin the top on this pan, Tom.

The puppy is Tom's pet.

* *Review*

Ann can see Nat's little cat.
Run to baby, little cat.
Baby likes you.
He has an apple.
Nat cut baby's apple.
Can you eat an apple, little cat?
Oh! You see Nat's ten fish.
You see the net, too.
Can you see Nan's fish?
Nan's fish is in a tin box.
A cat likes to eat fish.
A cat likes rats, too.
Run, run, little rat!
This cat ran into my box.

Run, run, little rat!

* *Review*

O mamma, see the little bird!
The little bird likes the sun.
See it sit on its nest.
I see moss in the nest.
O kitty! You must not run at the bird.
I sent you to Nat.
Sit on this mat, kitty.
Oh, yes, you must!
Baby sat on this mat.
Baby likes to pat you.

The little bird likes the sun.
See it sit on its nest
I see moss in the nest.

*Review

Can you spin my top, Tom?
Yes. I can spin it on a pan.
Pick up the pan, Nat.
Set it on the moss.
See the top spin!
Puppy likes to see the top spin.
You must not have my cap, puppy
Tom has a pet horse.
He set baby on the horse.
Baby likes to pat it.
Baby likes the horse to trot.
It must not trot too fast.
It must not toss baby off.
Mamma's little man likes the horse.

The puppy has my cap.

Word building

ă n ɛ t ĭ ĕ ŭ r s m ŏ p

A N C T I E U R S M O P

ă	ĕ	ĭ	ŏ	ŭ
an	net	in	top	up
man	met	pin	stop	cup
pan	pet	spin	mop	sup
am	set	it	pop	pup
Sam	sent	pit	not	pump
tramp	rent	spit	pot	stump
cap	rest	sip	cot	rut
rap	nest	tip	trot	rust
tap	test	pip	moss	trust
map	pest	rim	toss	must
at	pen	Sim	Tom	spun
mat	men	miss	romp	stun
pat	stem	mist	prop	scum

New sound f F

ă n e t ĭ ĕ ŭ r s m ŏ p f

New sound words				*New sight words*		
fan	soft	fun	muff	fur	me	her

This is my little fan.
See me fan kitty.
Kitty likes me to fan her.
It is fun to fan kitty.
Kitty likes the fun.
See! Kitty is in my muff.
Kitty likes my muff.
It is a soft, fur muff.
Kitty has fur.
Her fur is soft, too.

It is a soft, fur muff.

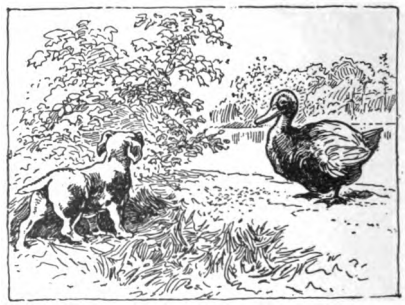
New sound d D

ă n e t ĭ ĕ ŭ r s m ŏ p f d

New sound words

did	duck	pond	sand
Dick	mud	and	stand

O Dick, see the little duck!
A duck likes mud and sand.
See it stand in the mud.
Puppy sees you, little duck.
Run into the pond.



Did you run at the duck, puppy?
You did not run into the pond.
The little duck did.

Run fast, little duck.

New sound h H

ă n e t ĭ ĕ ŭ r s m ŏ p f d h

New sound words		*New sight words*	
hen	hat	no	are
hop	hand	hurt	
hit	hunt		

"See, Dick! The hen has ten little ducks.

Ten little baby ducks!

The little ducks can swim.

Run to mamma, baby ducks!

You will get lost. Run fast!"

"O Tom, the hen is hurt! See it hop
Did you hit the hen, Tom?"
"Hit the hen! No, Dick, I did not hit it."
"O mamma hen! Are you hurt?
My puppy likes to hunt the hens.
Did puppy hurt you?
You are not to hunt the hens, puppy."
"O Tom, hand me my hat!
See! The puppy has it.
No, no, no, puppy!
You are not to have my hat.
Mamma will not like you to play with it.
Play with this stick, puppy.
You cannot hurt the stick."

O Tom, hand me my hat

New sound l L

ă n e t ĭ ĕ ŭ r s m ŏ p f d h l

New sound words		*New sight words*
lap	lip	pretty
lent	doll	Lily
left	fell	
lost	held	

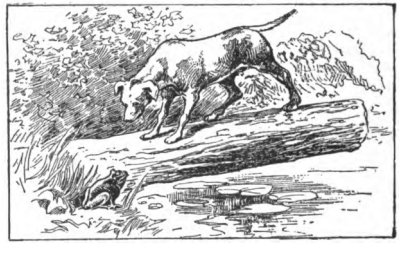
This is Lily's little doll.
Lily lent it to me.
This doll can not stand up.
Lily held it on her lap.
It can sit on my lap.
See the doll's pretty red lips.
It had a pretty red hat.
Lily lost the pretty hat.
Lily left it on the rock.
It fell into the pond.

New sound g G

ă n e t ĭ ĕ ŭ r s m ŏ p f d h l g

New sound words			*New sight words*	
gun	get	got	play	will
dog	log	frog	hunter	

"Play this log is a horse, Tom."
"Oh, yes! And play you are a hunter."
"I will get my gun.
A hunter must have a gun."
Dick got his gun and his dog, Spot.
Spot likes to play hunter, too.
See him get up on the log.
Oh! He sees a frog.



Hop, hop, hop, little frog!
The dog will get you!

New sound b B

ă n e t ĭ ĕ ŭ r s m ŏ p f d h l g b

New sound words			*New sight words*
bat	big	but	ball
Ben	Bob	Bess	with

Bob has a big bat.
He has a ball, too.
See him bat it.
Bob and Ben will play ball.
O Bob! See little Bess get the ball.

"You can not play ball, Bess."

"Yes I can. Let me play with you."

"No, Bess. Play with this pretty bell.
See, Bess, kitty likes to play with it.
You play with kitty and the bell."

Word building and review

ă	ĕ	ĭ	ŏ	ŭ
at	ten	dip	lot	bun
bat	tent	lip	blot	fun
hat	Ben	slip	trot	gun
fat	bent	dim	nod	cuff
flat	hen	rim	pod	puff
an	den	brim	sod	ruff
pan	dent	ill	hob	gruff
span	lent	till	mob	bug
fan	led	still	sob	mug
Dan	bled	mill	dog	rug
tag	egg	sill	fog	gum
stag	beg	fill	frog	hum
bag	peg	big	hop	drum
rag	bed	dig	sop	plum

New sound w W

ă n ĕ t ĭ ĕ ŭ r s m ŏ p f d h l g b w

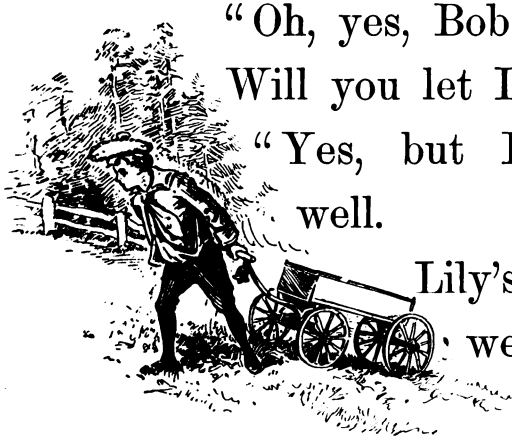
New sound words

well wet will went wagon

New sight words

we be

"See my big wagon.
It has a pretty bell on it.
Will you get into my wagon, Bess?"



"Oh, yes, Bob! I will.
Will you let Lily get in, too?"
"Yes, but Lily went to the well.
Lily's doll fell into the well.
Ben went to get it."
"The doll will be wet, Bob."
"We can not have it in the wagon."

New sound j J

ă n e t ĭ ĕ ŭ r s m ŏ p f d h l g b w j

New sound words		*New sight words*
jam	Jack	bread
just	Jill	some
jump	Jip	says

This is little Jack. This is little Jill.
And this is Jack's dog, Jip.
Jack has some bread and jam.
Just see Jip jump at it.
Jip says, "Let me have some, just a little bit, Jack."
Jack says, "Yes, Jip, I will. Jump, Jip, jump!"
Jill says, "My kitty likes bread and jam, Jack. Let her have some, too."

New sound x X

ă n e t ĭ ĕ ŭ r s m ŏ p f d h l g b w j x

New sound words			*New sight word*
ax	six	fox	saw
wax	box	Rex	

This is Tom's big dog, Rex.
Rex saw a fox, and ran at it.
The fox ran fast. Rex did not get it.
Rex saw Jip get into a box.

An ax is in the box. Bess says,
"You must not play in the box, Jip.
The ax will cut you. Play with me.
See my pretty wax doll, Jip.
Lily has six little dolls.
I have just this big wax doll."

New sound sh

ă n e t ĭ ĕ ŭ r s m ŏ p f d h l b w j x sh

New sound words

ship shelf wish
shed shall Dash

New sight word

go

"Did you see my ship, Bess?"
"Yes, Jack, I saw it on the shelf.
It is a pretty ship.
I wish I had a ship."
"I will let you play with my ship.

Shall we go to the pond?"
"Oh, yes! And we can fish in the pond, too.
I like to fish in the pond.
Can you fish with a net, Jack?"
"Yes; I can. I will get Nat's net."
"O Jack, let Dash go with us.
He is in the shed.
Shall I get him?"
"Yes; Dash will like to go with us.
But he must not jump into the pond.
He will upset my ship.
Dash, you must not jump into the pond.
You must not upset my ship.
You must sit still, Dash."

Shall we go to the pond?
We can fish in the pond

Word building

ă n e t ĭ ĕ ŭ r s m ŏ p f d h l g b w j x sh

ă	ĕ	ĭ	ŏ	ŭ
ran	led	lid	rod	rust
bran	sled	slid	trod	crust
lad	red	rib	lot	rub
glad	Fred	crib	blot	grub
rap	well	tilt	lock	rush
trap	swell	stilt	clock	brush
rack	melt	wig	rock	lump
track	smelt	twig	crock	clump
ash	peck	pill	hot	rug
sash	speck	spill	shot	drug
lap	end	lip	log	tub
clap	lend	slip	clog	stub
nap	rest	rim	loss	hut

Review

ă

Dash is Jack's black and tan dog.
Jack's cap fell into the pond.
Dash swam to get the cap.
Jack ran to pat Dash.
He is glad Dash got the cap.
Little Sam is glad, too.
See little Sam clap his hands.

Review

ĕ

Ted's hen has a nest in the shed.
Fred saw ten eggs in the nest.
Ted held an egg in his hand.
The egg fell into the nest.
O Ted, the hen will peck you!
Let the hen get on the eggs.

Review

ĭ

See Dick fill the big dish with milk.
He will give it to his little pig.

The little pig likes milk.
O Jip! You will spill the milk.
Sit still, Jip! I will give you some milk in this tin pan.

Review

ŏ

Spot is Tom's dog.
See Tom romp with Spot.
Tom says, "Jump up on this log, Spot."
See the frogs hop into the pond.
Stop, stop, Spot! You must not jump into the pond.

Review

ŭ

Fred has a gun and a drum.
I see some rust on the gun.
Fred must rub it off.
It is fun to hunt with a gun.
It is fun to drum, drum, drum!
Fred spun his top on his drum.
"Hum, hum, hum," went the drum.

** Word building — showing the effect of final e*

can	tap	hat	mad
cane	tape	hate	made
pin	hid	dim	fin
pine	hide	dime	fine
hop	rod	not	slop
hope	rode	note	slope
cut	tub	us	cub
cute	tube	use	cube
cap	pan	slat	plat
cape	pane	slate	plate
rid	trip	Tim	slid
ride	tripe	time	slide
mop	rob	tun	plum
mope	robe	tune	plume

Kate has the tape.
Jane will be late.
See Dave wade in the lake.
Jane will bake a cake.
Tom will ride this time.
That kite is mine.
Jim had a fine time.
See the sun shine on the vine
I hope you spoke to Tom.
Take this note to the store.
That dog stole a bone.
Tom has a fine rose.
I hope you can get a rope.
I like pure milk.
The cube will amuse Nell.
Can you use this flute?
Do not abuse the dog.

Application of the rule for final e

New sight words

school

your

write

See Jane play school with her dolls.
She has made her dolls stand in line.
Here are Rose and Joe.
Rose and Joe will play school, too.
"It is time for you to write, Rose," says Jane.
"I have no slate, Jane."
"Use mine, Rose. Here it is. See! My name is on it."

"Shall I write your name, Jane?"

"No. Write: hide, wide, hope, rope, gave, save, pure, cure.

"Joe, you can not write. You have no slate.

Here is my cube. Tell me its shape.

O Joe! You did not close the gate.

Your puppy came in.

Puppy, puppy, you must not rub your nose on the slate.

Run home! You can not play school."

"Shall I tie him up, Jane?"

"No, we will play it is time to close school.

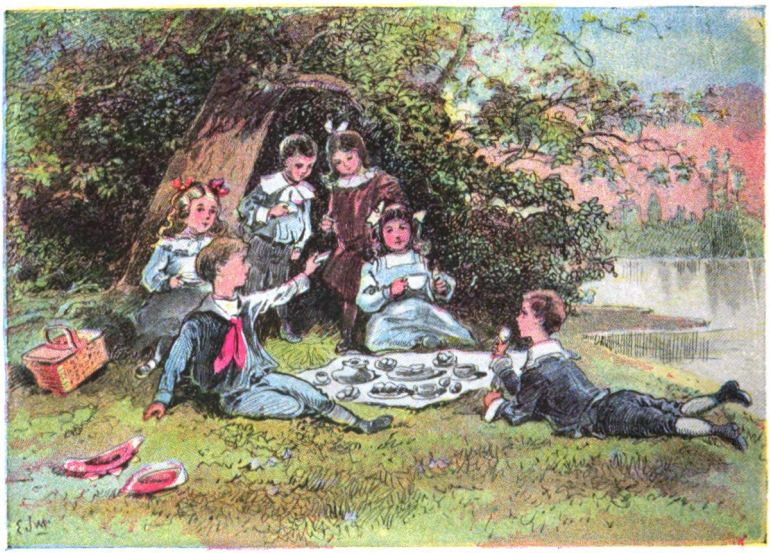
Pick up the cube, and put it on the slate."

Here is your puppy, Joe.

K and final e

New sound words

Kate kite bake take lake
poke cake like milk



Shall we have a picnic?
Oh, yes! A picnic at the lake!
We must take some cake.

Yes, and take some milk, too.
Jane will bake the cake.
Tom will take little Kate in his wagon.
She will like to ride in it.

Here we are at the lake!
Fred has his ship.
Dick has his pretty blue kite.
Joe rode here on his mule.
He has made a fire. See the blue smoke. Joe likes to poke the fire.
Little Kate has a big pine cone. See her shake it.
Give little Kate some milk and some cake.

See Joe poke the fire.

New sound v, and final e

New sound words		*New sight words*
vine	gave	look put do
vase	five	
vest	hive	
Dave	drive	

Dave sees a little vine.
He says,
"Oh, you pretty little vine!
Will you let me take you home?
I have a pretty vase at home.
I will put you in my pretty vase."
The little vine says, "No, Dave, I do not like a vase.
I like this beehive.
I make the hive look pretty.

The bees like to have me here.
See! I have five bees on me.
You have a bee on you, too, Dave.
It is on your vest. Do not drive it off.
It will not hurt you, if you stand still."
Dave did not take the little vine from the hive.
He put a rose in his pretty vase.

The Song of the Bee

Buzz! buzz! buzz!
This is the song of the bee.
His legs are of yellow;
A jolly good fellow,
And yet a great worker is he.

In days that are sunny
He's getting his honey;
In days that are cloudy
  He's making his wax:
On pinks and on lilies,
And gay daffodillies,
And columbine blossoms,
  He levies a tax!

Buzz! buzz! buzz!
The sweet-smelling clover,

He, humming, hangs over;
The scent of the roses
  Makes fragrant his wings:
He never gets lazy;
From thistle and daisy,
And weeds of the meadow,
  Some treasure he brings.

Buzz! buzz! buzz!
From morning's first light
Till the coming of night
He's singing and toiling
  The summer day through.
Oh! we may get weary,
And think work is dreary;
'Tis harder by far
  To have nothing to do.

—Marian Douglass.

Review — final e

rake	wide	hole	cube
wake	hide	pole	cute
lame	mile	toe	use
tame	tile	hoe	tube
shame	fine	woke	pure
wave	shine	poke	cure
brave	pipe	spoke	tune
gave	wipe	rose	plume
shave	time	nose	flute
spade	lime	close	Duke
blade	kite	bone	Luke
taste	bite	stone	hue
paste	five	stove	due
lane	dive	drove	mule
fade	fire	rope	blue
safe	wire	home	flue

Review

ā

Dave, Jane, and little Kate will go to the lake.

Kate will take her little spade.

Dave will wade in the lake.

Little Kate will sit in the shade.

Jane made a cake.

She gave some to little Kate.

She will save some to take to the lake.

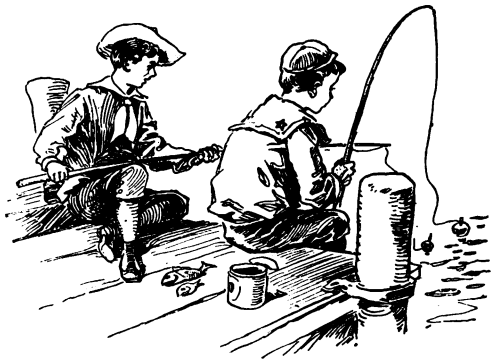
James is at the gate. He came to go with Dave.

James will wade in the lake with Dave.

Review

ī

"Is it time to fish, Dick?"
"Yes, the tide
is just in.
See! I have
nine fish.
Tie your line
to this pile,
Dave.



Tie it on this side of mine."
"Is my line too fine, Dick?"
"No, mine is just as fine.
See! It looks like a fine wire.
Sit still, Dave! I see a fish!
Oh! I see five, on this side!
The fish like this side of the pile."

*Review

ō

New sight word

pony

Rose and Joe like this big tree.

Joe rode here on his pony.

He came to play with Rose.

Rose has a little stove.

Joe made a fire in the stove.

"I hope my stove will not smoke," says Rose.

"Poke the fire, Joe."

But Joe had to run to his pony.
"I will poke the fire," says Rose.
The pony broke his rope and ran off.
Joe has the pony now.
See him stroke it.
"Let me stroke him, Joe," says Rose.
"Well, close the gate and stand on this big stone," says Joe.
"Now stroke his nose.
He likes you to stroke his nose."
"Stand still, pretty pony," says Rose.
"See him poke his nose into my hand, Joe."
"Yes; he likes you, but I must take him home now.
He broke his rope, and I have no more.
Come, pony, I must take you home."

Review

ū

"O Rose! Look at Joe's dog, Duke!
See him sit up.
Joe has put a blue cap on Duke.
See the plume in it!
Now, Joe has put a cube on
Duke's nose."

"Oh, but Duke is too cute!
See him shake the cube off.
Let little Kate play with the cube, Joe.
The cube will amuse her."
"Here is Tom on Joe's pony.
The pony will run off.
Joe can not cure him of it."
"Tom has his flute.
Play us a tune on your flute, Tom."

* *Word building — showing the effect of two vowels together*

ran	lad	pad	bat
rain	laid	paid	bait
fed	met	Ned	step
feed	meet	need	steep
bed	set	men	Ben
bead	seat	mean	bean
got	sop	cot	rod
goat	soap	coat	road
am	pan	mad	bran
aim	pain	maid	brain
red	bled	fell	sped
reed	bleed	feel	speéd
met	Nell	best	stem
meat	Neal	beast	steam
Tod	cost	clock	crock
toad	coast	cloak	croak

The tree is green.
You need not meet me.
Kate will feed the deer
See the geese go to sleep.
Nail up that rail, James.
I will wait for the train.
Will you get the mail?
Jean has on a red waist.
I like to feel the heat.
This veal is too lean.
Make the tea weak.
See that heap of leaves.
Did you hear Neal read?
Ned's boat will not float.
Tom's boat is at the coast.
Put some coal on the fire.
I see a toad in the road.

āi

New sound words		*New sight words*
pail	wait	Faith
sail	paint	give
nail	rain	
tail	train	
maid	grain	
afraid		

See this little maid.

She has a little pail.

She let the little leaf sail in it.

See the pretty red paint on the pail.

Do you see the little maid's name on it?

Her name is Faith.

Faith came to see Jean.

She came on the train.

See the little ducks.
Faith has some grain in her pail.
She will give the grain to the little ducks.
See the little ducks run!
Wait, wait, little ducks!
Faith will give you some grain. She has it in her pail.
Faith must run in now. See the rain!
Run in, little maid! Give me your pail.
I will put it on this nail.
O Faith! See the little duck!
He likes the rain.
See him shake his little tail.
He is not afraid of the rain.

See the little duck
He is not afraid of the rain

ee

New sound words

tree seed
feel meet
feed green
feet creep
deep sheep
peep sleep

New sight words

down when

A little seed fell from a tree. It is on the green grass in the sun. "I shall go to sleep now," says the little seed. "I have no feet, but I can creep. I shall creep deep, deep, down.

I shall meet some more seeds.
The rain will feed us down in the deep.
When I feel the sun, I shall wake up.
When I wake, I shall creep up, up, up!
I shall have a little green stem.
It will peep up to see the sun.
I shall see the sheep on the green grass.
But I must go to sleep now."

ēa

New sound words			*New sight words*
ear	dear	treat	Polly
hear	eat	sea	say
near	meat	beak	
fear	leaf	speak	

"Have you seen my pretty Polly?
She came from across the sea.

She has a big beak, but a little ear.
She likes to eat meat.
You must hear her speak.
She says, 'Jean, dear Jean, give me some meat.'
Here is my pretty Polly. See her.
See if she will take this leaf from you, Faith."
"O Jean! I am afraid to go near her.
I am afraid of her big beak."
"You need not fear Polly, if you treat her well, Faith.
Polly, Faith is afraid to go near you.
Speak, Polly dear, speak to Faith."

E.J. Meeker

New sight word

of

ōa

New sound words

coat	boat	float	coast
toast	load	road	toad
oak	croak	cloak	coal
coax	loaf	oar	board

Here is a big boat load.
We play this is a steam boat.
Neal says, "Get on board! Get on board!"
See Neal coax mamma to get on board.
"This is a pretty big load!" says Neal.
"I must take off my coat.
Do not let the oar float off, Tom."

Neal's boat load is across the lake, now.

"Let us go to the big oak tree," says Jean.

"We have a loaf of bread, some tea, and some roast meat."

"If you make a fire, Neal, I will make the tea, and some toast," says mamma.

"I see a bit of coal, in the road. Run and get it, Neal."

"Oh, see the little tree toad, on the oak tree! Just hear it croak!

See, mamma, the toad is on your cloak, now!

Will you go home with us, little toad?

I will not hurt you, little toad."

"Croak, croak, croak!" says the little toad.

Review

āi ēe ēa ōa

See this pretty leaf on the seat, Jean.
It looks like a little green toad.
Do not put your cloak on it.
Dear little leaf! Did the rain send you here?
The rain will keep you clean.
You have a pretty green coat.
Did the sun paint it green?
Faith will not sweep you into the road.
You need not fear. See!
I will let you float in my little pail.
You look like a little boat.
Sail off, little boat, sail off!

Word building and review

ail	weep	eat	oat
nail	sweep	meat	goat
snail	sleep	beat	boat
fail	steep	east	float
pail	peel	least	coal
rail	seel	heap	coax
trail	steel	leap	oar
tail	feet	lean	roar
wait	meet	clean	foam
bait	sheet	meal	loam
pain	seek	heal	loan
paint	week	veal	loaf
Spain	seen	tea	load
stain	green	team	roast
aim	free	steam	toast
claim	tree	stream	boast

Voice sound of th

New sound words		*New sight words*
this	then	hurrah
that	them	caught
these	those	they
with		there

This is the boat that Jack made.

These are the fish, that came in the boat that Jack made.

Those are the men, that caught the fish, that came in the boat that Jack made.

They like to fish,—just see them now,—fish in the boat that Jack made.

There is the flag, with its pretty red stripes, that floats from the boat that Jack made.

Then, hurrah, for the flag, with its pretty red stripes, that floats from the boat that Jack made!

Jack's little boat went sailing,
Went sailing o'er the sea.
And Jack,—he was the captain.
A captain brave was he.

"Hurrah! Hurrah! See how we float!"
Said Captain Jack, the brave.
"Sail on! sail on! my little boat,
Nor fear the biggest wave."

*Word building and *drill on blended consonant sounds*

tr	dr	sl
trip	drip	slat
trod	drop	slate
train	drill	sleep
tramp	drive	slash
treat	drove	sleet
trust	dream	sleek

sp	cr	fl
span	crab	flat
spill	cream	flesh
spot	crust	flake
spoke	crisp	flame
spike	crush	fluff
spite	cramp	flog

*Word building and *drill on blended consonant sounds*

cl	st	br
click	stale	bran
clack	stop	brag
cluck	steam	brush
clasp	steer	brisk
clear	stilt	broke
clove	stamp	brain

gl	sn	sw
glad	snip	swim
glass	snipe	swam
gloss	snap	swell
gleam	snake	sweep
globe	snug	sweet
glide	snuff	swift

Application of blended consonant sounds

New sight words

live said

Spot is a dog, Fluff is a hen, and Gruff is a frog.

Spot lives up on the hill.

Fluff and Gruff live near a creek.

Spot came to see them.

A trap is set near the creek.

Spot can not see the trap.
Fluff and Gruff can see the trap.
Trot, trot, trot, came little Spot.
"Oh dear! Oh dear!" said Fluff and Gruff.
"Spot can not see the trap.
We must speak to him.
Cluck, cluck!" said Fluff.
"That must mean, Stop, stop!" said Spot.
"Croak, croak!" said Gruff.
"That must mean, Stand still," said Spot.
Spot did stand still.
Just then a twig fell on the trap.
Snip! snap! it went.
Spot was glad Fluff and Gruff spoke to him.

* *Three sounds of y*

yes	my	pity
yet	by	copy
ye	try	kitty
you	fly	puppy
your	cry	daisy
yell	dry	dusty
yelk	fry	rusty
yelp	sky	funny
year	sly	buggy
yeast	shy	penny
yoke	sty	sleepy
Yale	spy	muddy
yolk	spry	sandy
yard	ply	poppy

Consonant y and review of th

New sound words		*New sight words*
yet	year	yard
yes	yeast	yolks
you	Yale	
your		

"Can Yale and I help you, mamma?"

"Yes, Faith, you can. Put the yolks of these eggs in this dish, then beat them well.

"Now, I must have some yeast. Will you get some, Yale?"

"Yes, mamma, I will."

"Put the yeast in Faith's little pail. I saw it in the yard. Did you get it, Yale?"

"No, mamma, not yet," said Yale. "I will get it, now.

"Did you see those birds in the yard, mamma? They have a nest there. They made it last year."

"No, Yale, they made that nest this year," said mamma. "They will not use a nest made last year."

"I saw a nest there last year, mamma."

"Yes, Yale, but that is not the nest they are on now."

$\bar{y} = \bar{\imath}$

New sound words				*New sight word*
my	fly	sky	shy	where
by	sly	try	Lyle	

"See my little bird, Yale!
I got it by that tree."
"Let it fly, Lyle."
"It can fly, if it likes.
I do not try to keep it.
Fly to that tree, little bird!
No? Are you too shy to try?"
"It can not fly, Lyle."
"Yes it can. There! See it fly! See it go up, up, to the sky."
"Oh, you sly little bird!" said Yale.
"I see you can fly."

y̆ = ĭ

New sound words		*New sight words*
sunny	sleepy	rabbits
funny	dusty	how
Bunny	silly	does
Benny	empty	
Henry	fluffy	
puppy		

Here is Henry with his pet rabbits, Bunny and Benny.

Henry's kitty does not seem to like the rabbits. See how fluffy she has made her tail. She does not like Henry to feed the rabbits.

Bunny does not seem to like kitty. He does not go near her.

Henry said, "Do not be silly, kitty! Do try to like my rabbits!"

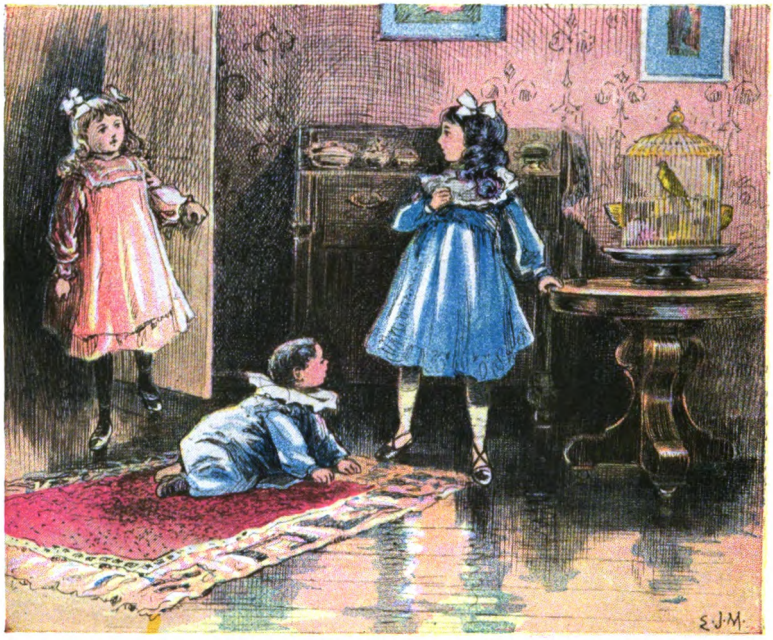
But kitty ran off. How she did run! See how dusty she is.

Kitty sees an empty box. It is in a fine sunny spot. Kitty feels sleepy. She will get in that box.

But oh dear! The box is not empty! Henry's puppy is in it.

Oh, kitty, kitty! How funny you do look!

Review upon the three sounds of y



"Have you seen my pretty bird, Nelly?"

"No, Daisy, not yet," said Nelly. "Did you just get him?"

"No, Lyle gave him to me last year."

"Can he fly, Nelly?"

"Yes, he can fly; but Dicky does not try to fly. Do you, Dicky?"

"See him look up to the sunny sky."

"There is your kitty, Nelly!" said Daisy.

"O, you sly little kitty! You must not try to get at Dicky. Run into the yard! Yale's puppy is in the yard. You can play with him."

"Baby will cry if you send kitty into the yard, Daisy."

"You will not cry, will you, baby? Daisy will lift you up to see Dicky. Dicky does not cry."

"Baby will not go to you, Daisy. She is too shy. There! Hear her cry! Come to Nelly, baby. Do not cry."

Word building, reviewing vowel sounds and blended consonants

gr	fr	pr
grand	frog	prop
grate	fret	press
grape	from	prick
grove	frill	pride
grunt	frost	print
green	frame	praise

pl	sc	st
plat	scale	stand
plate	scamp	stake
plain	scum	stove
plum	score	stick
plush	Scotch	stone
please	scull	stump

Word building, reviewing vowel sounds and blended consonants

sm	tw	scr
smile	twin	scrap
smoke	twine	scrape
smash	twig	scrub
smell	twist	scrim
smelt	twenty	scream
smith	twitch	screen

str	bl	sk
strip	blot	skim
stripe	block	skin
strap	black	skip
strain	bled	skill
stroke	bleed	skull
stream	blade	skate

New sound words

say	nay	gray	hay
pay	pray	way	stay
Ray	day	gay	stray
may	bay	dray	play

"Tell me, pray, my pretty wee maid,
How did you stray this way to-day,
With your cloak of gray,
And your leaves so gay?
Pray, where do you say you will go to-day?"
Said the little maid, "If I may stay,
And play on top of your load of hay,
I will give you this spray of leaves so gay."
"Nay, nay, little maid, you need not pay!

You may play on top of my load of hay.
Stay here and play with little Ray.
Play till the sun goes to sleep in the bay.
Then home we'll go on my fine big dray.
Home to mamma with little Ray."

Tumble and toss in the hay so sweet,
And roll among the grasses.
Isn't that a jolly treat,
My little lads and lassies?

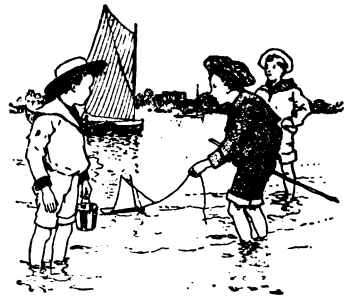
Where did the little girl play?
With whom did she play?
When did she go home?
Did she have a happy day?

Review of long ā

ā	a e	gate
	ai	nail
	ay	hay

New sight words

come for



"This is a fine day for a sail," says Ray.

Dave and his dog Tray say so, too.

See Tray wag his tail!

"Well, come on, Tray! We will go for a sail on the bay. We will fish in the bay, too," says Ray. "Come on, Dave."

"But, Ray, we have no bait. Tray must wait until we get some."

"Come, Tray, you may take my pail

for the bait. Oh, Tray! do not shake the pail! Come, come, Tray! We must not waste time."

But Tray sees a gray cape at the gate.

"That is Kate," he says. "I will stay and play with her."

"Come on, Dave," said Ray. "Let him stay with Kate. We shall be late if we wait for him."

"Yes, stay with me, Tray," said Kate.

Short words with long vowel sounds (exceptions: to, do)

New sound words			*New sight words*
be	no	my	good
we	go	by	wants
me	so	cry	eyes
he	ho	try	
she	(to	do)	

"Just hear little Jean cry! Did she see me go by?" said mamma.

"No, mamma, we did not let her," said Kate.

"I must go back to her!"

"Ho, ho, little Jean! Be good! Do not cry so. Here is mamma. Let me dry your eyes.

Now run to Joe. He wants you. Joe will not cry."

Little Jean says, "No, no, I do not want to go. I will be good, now."

"Well, my little Jean, mamma wants to go; so try to be a good little Jean."

But still little Jean says, "No, no; I do not want you to go, mamma."

So mamma did not like to go. She said, "Come to mamma, Jean. Mamma will put you to sleep. Now, be a good little Jean. Shut your eyes, and mamma will sing to you."

THE ROCK-A-BY BOAT

Come, little baby with eyes of blue;
Get into your rock-a-by boat so true;
And we'll sail away to By-low-Bay,
And we'll not come back for a year
and a day,
When we sail to the Land of Nod.

Now shut your eyes, my baby sweet,
And we'll cuddle up in our boat so neat;
And its sails so white, when the soft
winds blow,
Will rock us gently to and fro,
As we sail to the Land of Dreams.

So rock-a-by, hush-a-by, baby dear.
The sandman is coming. I see him
near.

He'll steer us safe o'er the sea so deep,
In our snug little rock-a-by boat asleep,
When we sail to the Land of Rest.

Down, down, slip wee eyelids so creamy white,
Heavy with sleep, o'er those blue eyes bright.
Now baby is sailing on By-low-Bay,
In her snug little rock-a-by boat away.
For she's safe in the Land of Dreams.

Review of long ē

seed	fleet	beat	beak
weed	sleet	heat	leak
deed	sleek	treat	speak
heed	creek	hear	spear
sheep	beef	near	leaf
creep	deer	dear	sheaf

ē	e	me	be	we	he
	ee	feed	me	the	she
	ea	seat	here		these

The little bee can see me. He says, "I like Jean. She will be good to me."

See the little bird we let go free.
He will be glad to get to the tree.

May I keep these green seeds, mamma?

You need not feed the sheep now, Jean.
These weeds do not seem to need the sun.
Do not creep, baby! Use your little feet.
Hear the dear little baby try to speak.
The little leaf will float clear down the stream.
Make your dolly neat and clean, Jean.
Jean's teapot and cream jug are on the seat.
We did not mean to steer into that tree.
Hear the dear little bird say, "Peep, peep!"
Sweep the leaves into a heap.
You need not plant the bean so deep.
May we plant these sweet peas?

Word building and general review

ash	wept	hop	win
lash	swept	shop	twin
flash	less	lock	wine
ape	bless	clock	twine
tape	deep	hose	tile
shape	peep	those	stile
aid	keep	tone	mile
paid	sea	stone	smile
mail	seam	shone	hunt
sail	cream	foam	shunt
gay	scream	loam	grunt
gray	ear	roam	try
lay	fear	oak	shy
clay	year	soak	sky
tail	eel	croak	handy
stale	peel	cloak	poppy

*igh

New sound words		*New sight words*
high	light	moon
sigh	sight	stars
night	might	world
right	tight	
bright		

"Oh, pretty moon,
you are up so
high!"
Said a dear little
maiden, with a
sigh.

"Come down and play with me to-
night!
Do try, dear moon, with all your
might!"

"No, little maid," said the moon so bright.
"To come down there will not be right.
If I come down from the sky at night,
The big, big world will have no light.
But I'll send you a little dream to-night,
Down on a pretty moonbeam bright.
And you may come and sail with me, —
The big, blue sky is like a sea.
The big, blue sky is, oh, so bright!
The stars are such a pretty sight.
Now sleep, and shut your eyes up tight.
Good night, dear little maid, good night."

A SKY SONG

One night a star baby,
'Way up in the sky,
Grew tired of shining,
And how she did cry!

"Oh, Mother, dear Mother,
I'm hungry," she said;
"Please give me my breakfast,
And put me to bed."

Then went the star mother,
On wings of true love,
To a bonnie, bright Dipper
That sparkled above.

She took it and hurried
To the Milky Way stream,

And brimful she filled it
With rich milk and cream.

She fed the star baby;
And with cuddle and croon,
She rocked the sky cradle,
The cunning new moon.

—Mary A. Winston.

Twinkle, twinkle, little star
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky

*īnd

New sound words		*New sight words*
kind	mind	round
bind	blind	poor
find	hind	Fido
wind	behind	

Jenny is so kind.

She ran to help that poor blind man.

He fell and cut his hand.

Jenny will bind it up.
She must not bind it too tight.
See her wind a rag around it.
Where did Jenny find the rag?
She had it in her bag.
The poor man can not find his stick.
It is right behind him.
Jenny will find it for him.
See the blind man's dog.
His name is Fido.
Poor little Fido must be tired.
See him stand on his hind legs.
Fido is a kind little dog.
He will mind the poor blind man.
He will lead him home at night.

Long ī

ī	i	e	kite
	gh		light
	nd		find

time	high	bind
hide	sigh	find
fire	light	kind
mile	might	hind
mine	right	mind
pipe	tight	rind
like	fight	wind
kite	sight	blind
life	fright	grind
line	slight	mild
drive	bright	wild
slide	flight	child

i e igh ind

vine	light	find	fine	right
kind	twine	tight	mind	wire
bright	wind	hide	high	be-hind

"Here is a poor little vine that needs more light.

Mind you do not step on it, Jenny! It will creep, creep, creep, until it finds the light.

"We will be kind to the little vine

We will help it to twine up this tree. It shall not hide its pretty bright leaves.

"You will find some fine wire in my bag, Jenny. You will find the bag be-hind that big tree. I will wind the wire round this little stump, and then round that tree."

"Let me help the little vine to find the light, mamma."

"Wait until I wind the wire round this little stump. Then you may wind it round that tree be-hind you. Mind you do not get it too tight, Jenny."

"There! Now, little vine, you can twine up, up, so high! Now, you can find the light."

Review of long i

hide	high	mind	wild
like	might	blind	mild
side	fright	be-hind	child

Oh, Jessy, just see my little kitty! She is so wild to-night. See how high she jumps!

Now see her hide be-hind that blind. Soon she will rush out with all her might. There, see her! What a

bad fright she gave the poor mamma cat!

How mild the mamma cat looks now! She looks at the kitty, and seems to say, "Now, my child, do not be so wild. Come and sit by the fire with me."

Come to me, little kitty; let us play hide and seek. You may hide behind the blind, and I will find you.

You do not want to play hide and seek?

Oh! You want to fight, do you? No, no, little kitty, it is not right to fight.

Now sit by my side, and mind what I tell you.

ol

New sound words			*New sight words*
old	hold	colt	draw
cold	roll	jolt	door
scold	folks	bolt	
told	bold-ly		

Lyle has a little colt.

The little colt wants old dog Tray to play with him.

"Bow-wow-wow," says old dog Tray.

"Do not scold me," says the little colt.

Lyle tried to make the colt draw an old wagon. How the wagon did jolt! Lyle's poor little colt did not like to draw the old wagon.

He said, "What is this behind me?"

He got away from it.

Then Lyle told Ray to hold the colt. But the colt got away from Ray, too. He ran off, to roll on the grass.

Ray was afraid to go near the colt. But Lyle didn't mind. He went boldly up to him.

"Come, little colt," he said. "You must go into the stable now. It will be cold to-night.

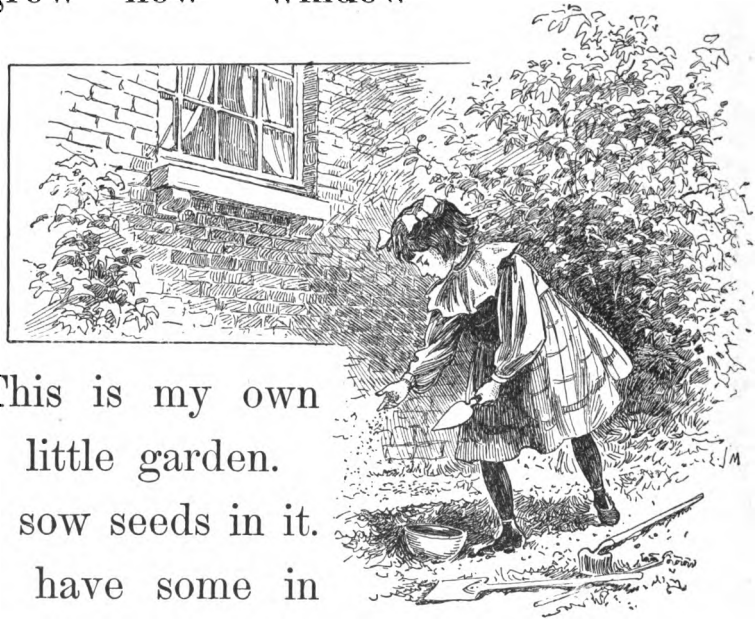
I will shut the big door, and bolt it. I do not want you to run away."

See the little colt look at Lyle and Ray! He says, "Do not shut me in, and bolt the door, little folks!"

But the little folks did not seem to hear the little colt.

* *ōw*

New sound words			*New sight words*	
own	blow	flown	garden	throw
sow	snow	be-low	winter	
row	show	yell-ow		
grow	flow	window		



This is my own little garden.
I sow seeds in it.
I have some in this yell-ow bowl.
Shall I show them to you?

Do you see what kind of seeds they are?
They are sweet pea seeds.
I have just put a row here.
They are be-low dear mamma's window.
They grow so high!
If the wind blows, they nod.
Mamma says they throw kisses to her.
In the winter, I had no garden.
It was too cold. The snow came.
The birds had flown away.
Mamma told me to wait.
She said, "Winter will go away.
The snow will melt.
The little birds will come back."
Winter did go away.
Now my garden will grow.

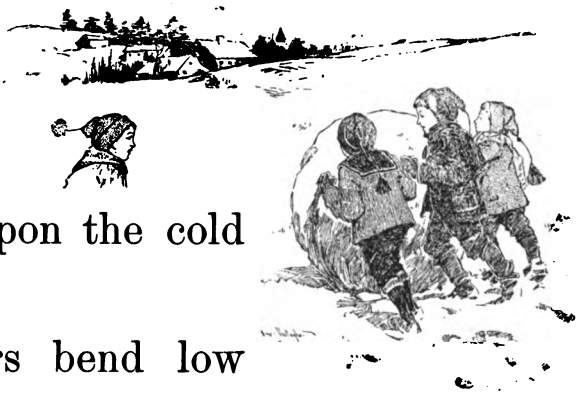
ow

New sound words			*New sight words*
cow	bow	town	London
how	plow	brown	king's
now	down	crown	
bow-wow		growl	

How do you do, pretty cow?
You nod at me. Is that a bow?
What a soft coat you have!

You pretty brown cow!
Will you give me some milk?
Now make your bow! That will mean,
"Yes."
I must go now. I want to see the
men plow.
Good-by, pretty cow.
Go and eat the sweet grass.
Come, Tray, let us run down this hill!
Do not growl at the kind old cow.
Say "good-by" to her.
"Bow-wow-wow," says dog Tray!
That is right, Tray. Now down we go.
"Down we go to London Town!
To London Town, to see the king's
crown.
This is the way to London Town!"

*Review of ō̄w and o͡w**



Jack Frost
has come
to town!
He rides upon the cold
wind.
The flowers bend low
be-fore him.
He has blown upon my window.
See that row of frost trees.
And that tall silver tower.
How the wind did howl last night!
It has blown away the leaves.
They had grown brown and yellow.
The snowbirds have not flown.
They are bold little fellows!
They do not mind the snow.

Jack Frost does not frighten them.
He throws the big nuts down.
He shows us the brown shells inside.
He said to the stream, "Be still,"
and the little stream did not flow.
Now here come the snowflakes!
See how they float!—now
high, now low!
Then, down they come!
Jack's winter flowers!
Hurrah for Jack Frost!
He's a jolly old fellow!
What a fine road he has made!
Now I will get down my sled.
I will play it is a snow plow.
Come, Towser, old dog, follow me!
Hurrah for old winter!

Winter

Old Winter, ready for a lark,
  Has started on his way,
All dressed in fur from top to toe;
  He's just arrived, they say.

The winds are whistling lively tunes,
  The brown birds sweet are calling;
And now from out Old Winter's pack
  The snowflakes fast are falling.

There'll soon be coasting on the hills,
  Sleds spinning down the walk,
And Jack Frost, calling "Squeak,
    squeak, squeak,"
  From morn till night will talk.

—ANNALETTA. (*Abridged.*)

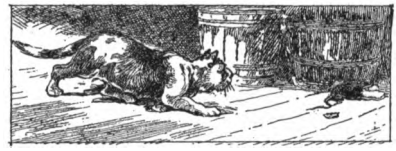
*ou

New sound words

out found
flour sound
mouse round
house ground

New sight word

why



A little mouse said to its mamma, "I do not like to stay in this house. May I go out?"

Its mamma said, "No, no, my little mouse! Do you hear that sound? The old cat is out! See her on the ground! Let us hide in the flour bin. I am glad she has not found that big, round hole. Now stay by me!"

But the little mouse did not stay in

the flour bin. He came out to look around.

The cat came out to look around, too.

Oh, little mouse! Why did you not stay with your mamma?

A little mouse gray came out to play
From his snug, wee home in the ground.
A kitty cat sly saw mousie go by,
And after him crept without sound.

But little mouse gray with eyes so bright
Saw cunning old kitty cat softly creep,
And home to his dear mamma he ran.
There, safe by her side, he cried,
"Eep, eep, eep!"

Review of ou and ow

"Tom has found an owl's nest. It has some little owls in it. How proud the old owl is!"

"Did Tom count the little owls?"

"Yes; a little owl fell down to the ground. Tom gave a shout, and got down from the tree. A crowd of boys came round Tom, to see what he had found."

The little owl is all right. It fell on a mound of soft moss. It is brown,

and has such funny big round eyes. Tom put the little owl back in the nest. The mamma owl was glad to get her little brown baby back.

It is night now, and the old owl is on the ground. She prowls about for food.

A little mouse is on the ground, too. The owl will get you, little mouse.

But see! The little mouse has run away. He ran around the house, and hid under that old plow.

The old owl still prowls about.

The little mouse is safe in his snug wee house in the ground.

Now, old owl, get that little mouse if you can!

Word building, and review of ō͞w and o͞u

ō͞w	o͞w	o͞u
low	cow	out
blow	how	pout
slow	now	shout
glow	plow	trout
snow	down	our
show	town	sour
row	frown	flour
grow	clown	loud
throw	brown	cloud
thrown	owl	proud
own	fowl	count
blown	howl	mount
grown	growl	round
flown	crowd	found

Review of long ō

ō { o . . . e bone
  { oa boat
  { ol told
  { ow snow

Joe rode home with Rose.

Rose drove close to the seashore.

"I hope my little stove will not smoke," said Rose.

Tie more rope to the pole, Joe.

I hope Joe will not cut his toe with that hoe.

See Joe coax the little goat into the road.

Do not let the oar float away from the boat.

Hear the little toad croak!

Joe left his coat by the old oak tree.

Lyle told Ray to hold the colt.

The little colt told Lyle not to bolt the door.

An old man sold a gold pin to mamma.

Those little folks must not roll upon the cold, wet grass.

See the wind blow the snow about!

I will show you my row of sweet peas.

Let me show you how to fold your cloak, Rose.

That yellow bird is a bold little fellow.

This is my own little yellow bowl.

I see a crow just below the window.

Review and word building

* ing

k-ing	fish-ing	mind-ing
r-ing	rock-ing	light-ing
s-ing	toss-ing	fight-ing
w-ing	dust-ing	coax-ing
br-ing	puff-ing	boast-ing
spr-ing	say-ing	hold-ing
str-ing	stay-ing	fold-ing
do-ing	hail-ing	jolt-ing
go-ing	rail-ing	blow-ing
see-ing	feed-ing	crow-ing
land-ing	weed-ing	crowd-ing
camp-ing	lead-ing	howl-ing
lend-ing	read-ing	pout-ing
sell-ing	find-ing	shout-ing

ing

ring	ringing	sing	singing
swing	swinging	cling	clinging
	spring	springing	

Hear the bell ring,
With its ting-ling-ling!
See the little girl,
See *her swing, swing, swing!*

Hear the bird sing,
"Now it's spring, spring, spring!"
See the little vine,
See *it cling, cling, cling!*

I hear the bell ringing.
I see the girl swinging.
I hear the bird singing.
I see the vine clinging.

qu Qu

New sound words

quail	quick	Quid
quack	quite	queer

Neal has a pet quail. He gave it a queer name. Its name is Quid.

Poor little Quid broke his wing. He can not fly now.

Quid met a duck by the pond. He was afraid of it.

"What a big quail that is," said he.

Just then the duck said, "Quack, quack!"

"That must mean, quick, quick!" said Quid. So he ran.

But still the duck said, "Quack, quack!"

Poor little Quid! How he did run!

Neal found him just below the window.

Neal is holding Quid, and saying, "Keep quite still, Quid! I am trying to look at your poor little wing."

z Z

New sound words			*New sight word*
Zip	Zone	breeze	letter
Zan	Maze	lazy	
Zane	blaze		

Do you see that little boy?

He has a queer name.

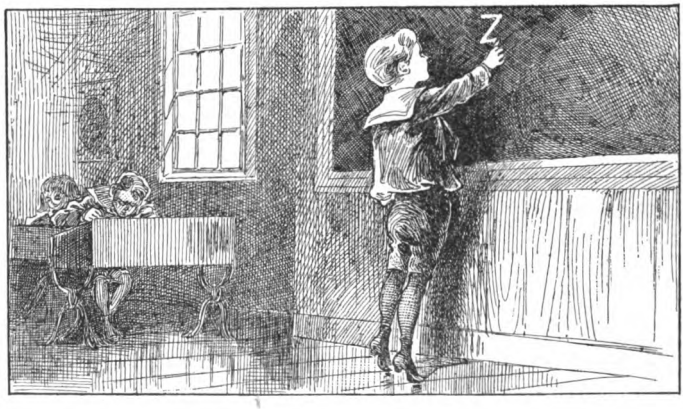
His name is Zan.

He likes the letter Z.

The names of all his pets have a Z in them.

His big dog's name is Zane.

His little dog's name is Zone.



The name of his cat is Zip.

Zan has a horse; its name is Maze.

Zan made a bonfire.

The breeze will make the bonfire blaze.

Maze does not like the bonfire.

See him run away from it.

General review

hand	scow	float	fuel
shade	scour	right	she
daisy	crush	find	lay
tray	tune	scold	mow
felt	sham	drown	mind
freeze	spell	crow	quilt
year	brick	stout	toast
sting	floss	crack	sprain
pile	blunt	trade	crown
night	wake	speck	stroll
kind	file	queen	quick
sock	mole	quilt	yeast
yoke	gain	hive	ground
coax	gay	fond	bright
cold	queer	froze	bowl

Review of sight words which are exceptions to the rules

		some
	live	come
to	give	their
do	said	there
are	says	want
put	does	what
you	eyes	where
your	have	pretty
school		worms

"How do you do, pretty bird? Where do you live?" said Nelly.

"I live in this big tree," said the mamma bird. "Do not come near it, little boy, little girl.

I have some dear little baby birds. They are asleep. Their pretty bright eyes are not open, now."

"What do you give your baby birds to eat?"

"I give them some worms. I have to put the worms in their little beaks. They open their beaks so wide!"

"I will get you some worms, pretty bird," said Fred.

"Oh, mamma bird! I hear your baby say, 'Peep, peep!' There! Hear him! He says he does not want to sleep now. He wants you to put some more worms in his little beak. Good-by, mamma bird. We must go to school now."

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